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ABSTRACT

This report evaluates program activities of the Region 1 Rural Technical Assistance Center (R-TAC). Region 1 R-TAC serves the Chapter 1 programs of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont. The program provides consultation, training and other technical assistance to state educational agencies (SEAs) and rural local educational agencies (LEAs) in the region to improve the quality of education provided to educationally disadvantaged Chapter 1 children. During the first quarter of fiscal year 1992, R-TAC completed letters of negotiations with each state that summarized services to be delivered. During 1992 R-TAC provided direct technical assistance to state and local Chapter 1 programs through 96 workshops, 152 onsite consultations, 751 telephone consultations and 643 pieces of correspondence. Technical assistance was provided on improvement in evaluation procedures, program implementation, curriculum and instruction, and parent involvement and family literacy. Additional activities of the R-TAC included participation in special research and planning; organizing and conducting parts of national or regional conferences; providing professional development programs; conducting outreach and awareness activities with SEAs, LEAs, and other agencies; and maintaining close coordination with other regional Chapter 1 and migrant education technical assistance service providers. This report contains tables and graphs illustrating the program activities. (LP)

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RURAL

TECHNICAL ASSISTANCE CENTER

ED355084

ANNUAL REPORT

July 1, 1991 - June 30, 1992

Prepared for

U. S. Department of Education
Office of Policy and Planning
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Washington, DC 20202

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TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

TASK 1: NEGOTIATE SERVICES 3

TASK 2: ACT AS TECHNICAL CONSULTANT TO SEAS AND LEAS 5

TASK 2a: EVALUATION IMPROVEMENT 13

TASK 2b: PROGRAM IMPROVEMENT 19

TASK 2c: CURRICULUM AND INSTRUCTION 25

TASK 2d: PARENT INVOLVEMENT AND FAMILY LITERACY 28

TASK 3: ADDITIONAL TASKS RELATED TO CHAPTER 1 EVALUATION AND PROGRAM IMPROVEMENT 31

TASK 4: MAINTAIN STAFF CAPABILITIES AND EXPERTISE 32

TASK 5: OUTREACH AND AWARENESS 34

TASK 6: R-TAC/R-TAC DIRECTORS' MEETINGS 36

TASK 7: COORDINATION WITH TACS 37

EXECUTIVE SUMMARY

The Region 1 Chapter 1 Rural Technical Assistance Center (R-TAC) serves the Chapter 1 programs of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont. The mission of the R-TAC is to provide consultation, training and other technical assistance to state educational agencies (SEAs) and rural local educational agencies (LEAs) in the region to improve the quality of education provided to educationally disadvantaged children participating in Chapter 1 programs in rural areas. The national priorities for R-TAC services are as follows.

1. The R-TAC provides technical assistance to SEAs and LEAs in the design, implementation and evaluation of Chapter 1 activities which are responsive to the National Education Goals.

2. The R-TAC provides technical assistance to SEAs and LEAs in the design, implementation and evaluation of strategies and activities which focus on significantly and incrementally "closing the learning gap" between Chapter 1 students and those in the regular program of the LEA.

3. The R-TAC provides technical assistance to SEAs and LEAs which focuses on the integration and coordination of Chapter 1 within the larger school context of the regular curriculum and special programs and activities.

4. The R-TAC emphasizes building the capacity of SEAs to promote and implement Chapter 1 evaluation and program improvement.

5. The R-TAC assists SEAs and LEAs in meeting the evaluation and accountability requirements of Chapter 1.

R-TAC staff negotiate Letters of Agreement with SEA Chapter 1 basic grant and migrant education directors that summarize specific services to be delivered in each state as well as protocols to be followed for the delivery of services. For purposes of developing a deep understanding of the needs, the policies and the personnel of each state an R-TAC contact person is assigned to each state in the region. The state contact takes the lead for the R-TAC in negotiating the Letter of Agreement and then in implementing the plans reflected in the Letter. In 1991-92 the Region 1 R-TAC state contact assignments were

Connecticut and Rhode Island	Dr. Sharon Beckstrom
Maine, New Hampshire and Vermont	Ms. Gail Gordon

Massachusetts and New Jersey	Ms. Karen Schuster
New York	Ms. Colleen Orsburn

Other Region 1 R-TAC staff responsible for assisting in the delivery of technical assistance services to the region were Dr. Robert Scobie, Dr. Thomas Williams, Dr. Kathleen Mackin, Ms. Deborah Brewer, Dr. Mary Ellin Logue and Ms. Peggy Hill.

Additional activities beyond those negotiated with states are conducted by the R-TAC as requested by the United States Department of Education (USED). Activities may include participation in special research activities and planning, organizing and/or conducting parts of national or regional conferences.

In support of its mission and priorities, R-TAC participates in national TAC/R-TAC directors' meetings and in inter-TAC seminars conducted by national TAC specialty option staff in the area of curriculum and instruction and in the area of parent involvement and family literacy. R-TAC maintains the capabilities of its staff to meet the needs of Chapter 1 programs; conducts outreach and awareness activities with SEAs, LEAs and other agencies; and maintains close coordination with other regional Chapter 1 and migrant education technical assistance service providers.

The following report describes major July 1, 1991 - June 30, 1992, activities by task and, where appropriate, by state. Activity tallies are included on pages 5 through 12 for Task 2, consultation to SEAs and LEAs.

TASK 1
NEGOTIATE SERVICES

During the first quarter of fiscal year 1992, the Region 1 R-TAC completed negotiation of a Letter of Agreement for each of the eight states in the region. These Letters were submitted to the Office of Policy and Planning September 3, 1991. Each Letter includes

- the names of R-TAC contacts on SEA staff for coordinating various services;
- protocols and prohibitions to be observed;
- the state's definition of a rural LEA for purposes of services under this contract;
- the national priorities for R-TAC services; and
- a detailed outline of services to be provided within the categories of evaluation improvement, program improvement, curriculum and instruction, parent involvement and family literacy, migrant education, neglected or delinquent programs and Even Start programs.

Negotiation meetings in each state were conducted jointly by the R-TAC staff member and the Region A TAC staff member responsible for coordinating services. ESCORT, the eastern stream PCC for migrant education, was invited to a negotiation meeting in each state and was sent a copy of each Letter of Agreement.

Most SEAs were represented in negotiations not only by the State Chapter 1 Coordinator who is the R-TAC's principal contact person in the state but also by a state evaluator, the manager of migrant education programs and the coordinator of Chapter 1 program improvement activities. In some states additional participants represented rural issues, parent involvement, and/or neglected or delinquent programs. Each Letter was signed by one or more SEA representatives and by the director of the Region 1 Rural Technical Assistance Center.

A priority service identified in Letter of Agreement negotiations across the region this year was joint program improvement planning. The R-TAC role ranged from helping the SEA to develop its approach to joint planning to working directly in selected rural schools along with SEA and LEA staff. This intensive work was in addition to continued work in every state with small LEAs developing local program improvement plans. This support of local program improvement took the forms of conferences and multiple-day regional workshops and addressed the spectrum of strategic planning, program design, appropriate curriculum, instructional strategies, active parent involvement and meaningful assessment.

Other nearly universal priorities were development of both program and assessment guidance for Chapter 1 early childhood programs and, for all grade levels, assessment with an instructional focus that ties together desired outcomes, success in the regular program, and alternatives to norm-referenced testing.

Due in part to staff reductions and reorganizations in State Departments of Education, negotiated R-TAC services to Connecticut, Massachusetts, New Hampshire and Vermont included training SEA staff in one or more aspects of Chapter 1 requirements or current best practice.

In some states continued negotiation into the second quarter consisted of attaching specific tasks, dates and responsibilities to priorities and activities only generally identified in the Letters. Late in the third quarter R-TAC and TAC reintroduced conversations with each state's Chapter 1 director about increasing regionwide services in areas of high interest, such as early childhood programs and alternative assessment, and restructuring our approach to individual state and LEA products and presentations. This discussion was a focus of our June, 1992, Regional Coordinating Council Meeting.

TASK 2
ACT AS TECHNICAL CONSULTANT TO SEAS AND LEAS

SUMMARY OF SERVICES

During FY 1992 the Region 1 R-TAC provided direct technical assistance to state and local Chapter 1 programs through 96 workshops, 152 onsite consultations, 751 telephone consultations and 643 pieces of correspondence. Table 1 provides additional detail regarding the workshops and onsite consultations. Onsite consultations most frequently are smaller gatherings than workshops, serving fewer clients (893 vs. 3,120).

Table 1
Summary of Workshops and Onsite Consultations, FY 1992

	Workshops	Onsites
Number	96	152
Number of Clients	3,120	893
Service Hours	309	417

Table 2 and Figures 1 and 2 illustrate the types of client served in 91 workshops and in 128 onsite consultations during the three quarters in which these detailed client data were kept (October 1, 1991, through June 30, 1992). Workshops targeted Chapter 1 staff, both from the classroom (Chapter 1 teachers and aides, 37%) and from the LEA central office (LEA staff, including Chapter 1-paid staff, 33%). Onsite consultations were nearly as often with SEA staff (35%) as with Chapter 1 instructional or LEA staff (25% and 14%, respectively).

Table 2
Clients of Workshops and Onsite Consultations
Last Three Quarters of FY 1992

	Workshops	Onsites
Number of Clients	2,966	760
SEA Staff	171	267
LEA Staff	994	109
Principals	214	43
Ch. 1 Teachers/Aides	1102	193
Non-Ch. 1 Instructional	261	84
Other	224	64

School principals and instructional staff outside of Chapter 1, most frequently classroom teachers, combined to make up an estimated 16% of workshop participants and 17% of onsite consultation clients. The majority of the "Other" category consisted of parents.

FIGURE 1
Workshops by Client Type
Last Three Quarters of FY 1992

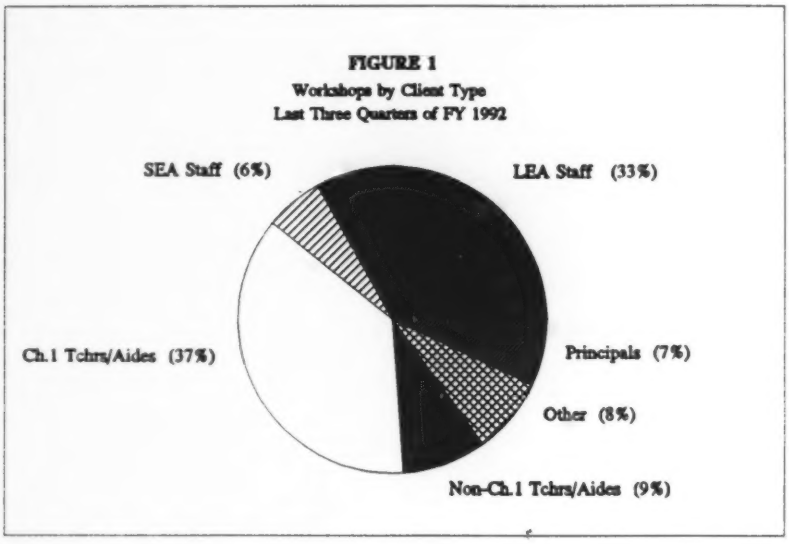
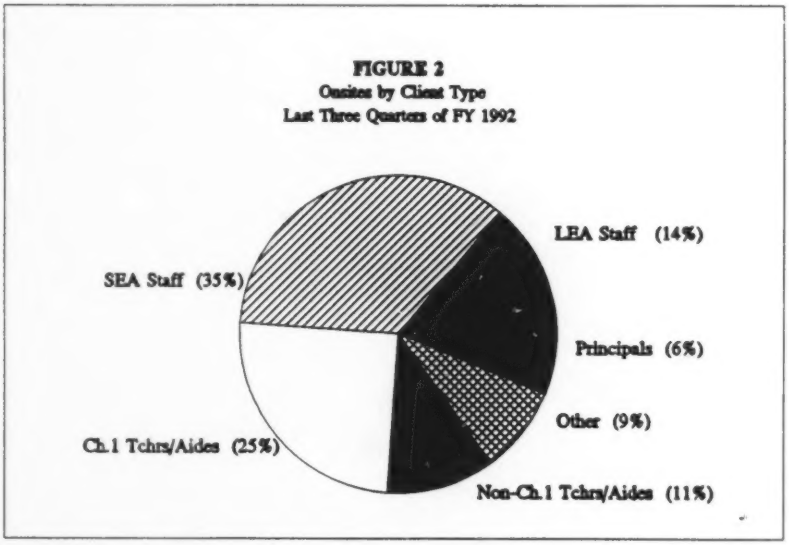


FIGURE 2
Onsites by Client Type
Last Three Quarters of FY 1992



The content of direct assistance to state and local clients is represented in Tables 3 through 6. Each table shows the number of events - workshop, onsite, telephone or correspondence - that addressed the broad topics of evaluation, program improvement, curriculum and instruction, parent involvement and family literacy, and schoolwide projects within each of the program areas of Chapter 1 basic grant, migrant or bilingual education, neglected and delinquent or handicapped, and early childhood or Even Start. One event often addressed more than one topic in more than one program area.

Table 3
Number of Workshops Addressing Topics and Program Areas, FY 1992

	PROGRAM AREAS			
TOPICS	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	29	1	0	6
Program Improvement	37	0	0	9
Curriculum & Instruction	29	0	0	4
Parent Involvement	33	0	0	14
Schoolwide Projects	5	0	0	0

Table 4
Number of Onsite Consultations Addressing Topics and Program Areas, FY 1992

	PROGRAM AREAS			
TOPICS	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	76	20	2	13
Program Improvement	85	4	4	21
Curriculum & Instruction	10	1	0	6
Parent Involvement	23	1	0	16
Schoolwide Projects	10	0	0	1

Table 5
Number of Telephone Calls Addressing Topics and Program Areas, FY 1992

TOPICS	PROGRAM AREAS			
	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	304	39	18	30
Program Improvement	271	13	5	59
Curriculum & Instruction	100	4	0	16
Parent Involvement	150	2	0	39
Schoolwide Projects	21	0	0	4

Table 6
Number of Correspondences Addressing Topics and Program Areas, FY 1992

TOPICS	PROGRAM AREAS			
	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	188	14	6	12
Program Improvement	251	8	1	16
Curriculum & Instruction	153	2	2	11
Parent Involvement	161	3	0	30
Schoolwide Projects	26	0	0	3

Figures 3 through 6 represent these data as the percentage of the total number of events that addressed each broad topic within each program area. In Figure 3, for instance, 30% of workshops (29 out of 96) addressed evaluation improvement in the Chapter 1 basic grant program. Percentages less than .5 are shown as 0. Because any one workshop or telephone call may cover more than one topic, the percentages represented within a table will not add up to 100%.

FIGURE 3
Percentage of Workshops Addressing Topics and Program Areas, FY 1992

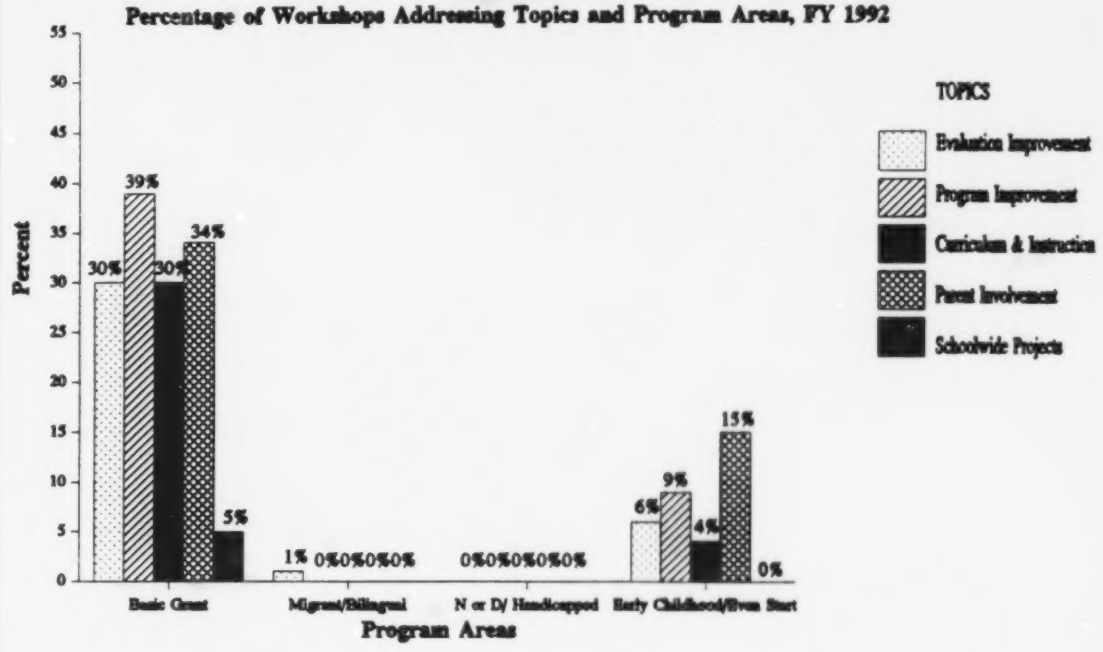


FIGURE 4
Percentage of Onsite Consultations Addressing Topics and Program Areas, FY 1992

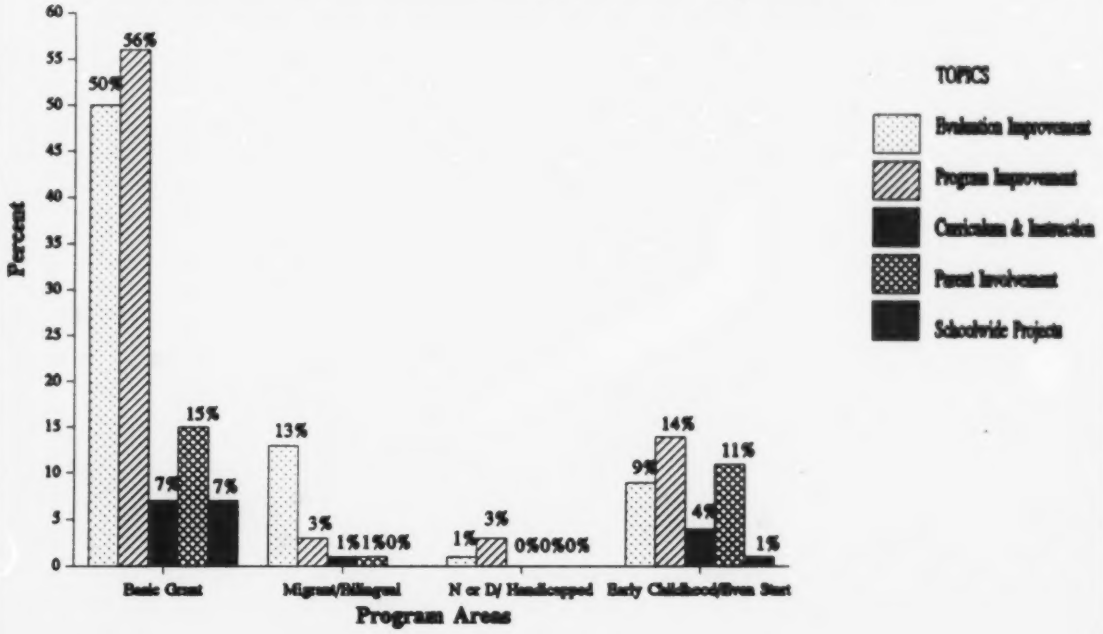


FIGURE 5
Percentage of Telephone Calls Addressing Topics and Program Areas, FY 1992

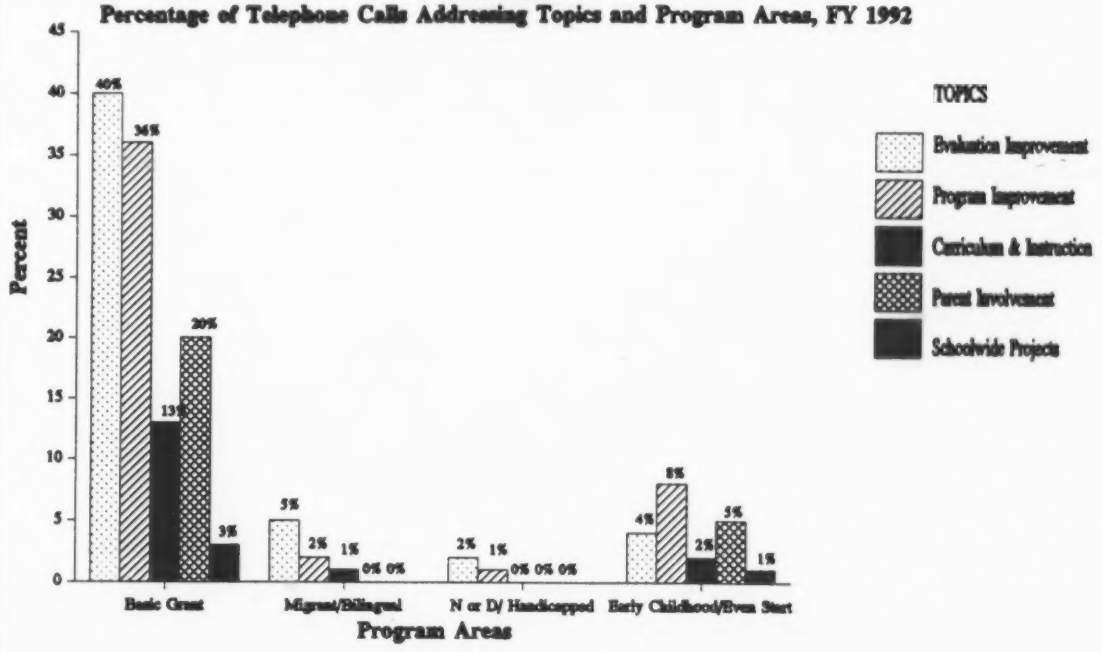
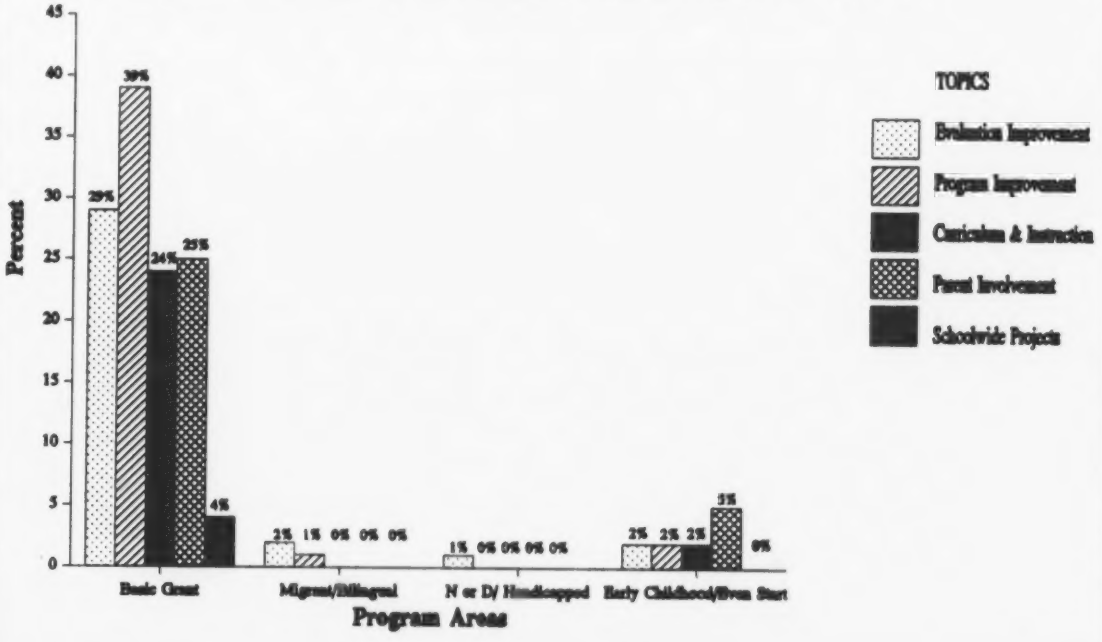


FIGURE 6
Percentage of Correspondence Pieces Addressing Topics & Program Areas, FY 1992



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As Tables 3 through 6 and Figures 3 through 6 demonstrate, the Chapter 1 basic program received the vast majority of our services. Technical assistance for the basic program is often applicable across program areas. The program areas in which the most specialized assistance was provided were early childhood and Even Start. In the migrant education program our services focused on evaluation.

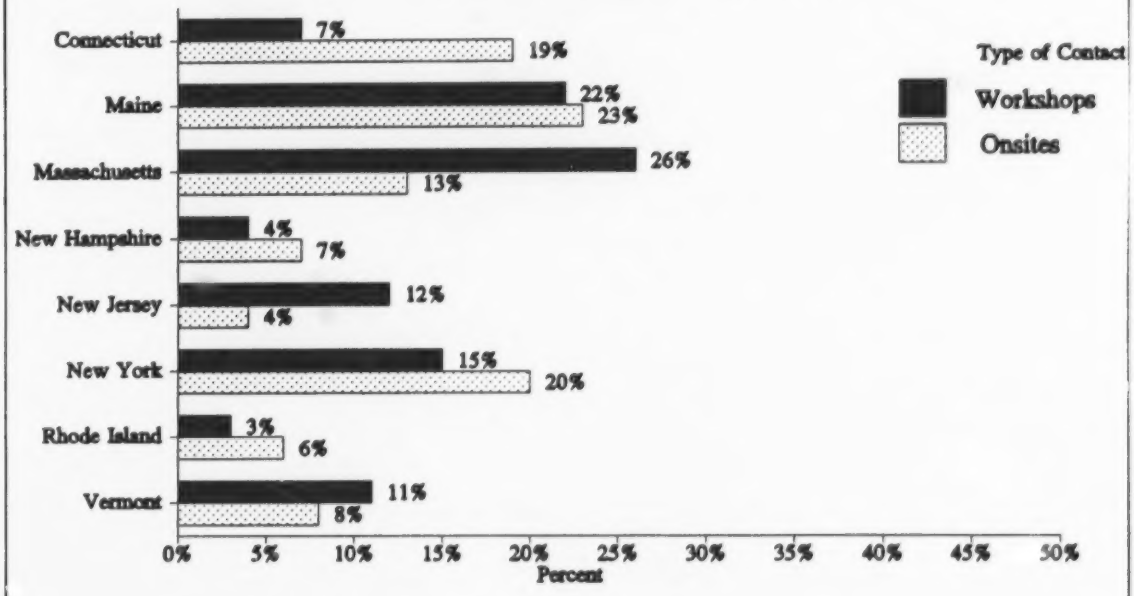
Table 7 shows the number and the percentage of workshops, onsite consultations, telephone consultations and correspondences (letters and facsimile transmissions) for each state in Region 1.

Table 7
Frequency of Contacts By State and Type of Contact, FY 1992

State	Type of Contact							
	Workshops		Onsites		Phone Calls		Correspondence	
	N	%	N	%	N	%	N	%
Connecticut	7	7%	29	19%	146	20%	156	24%
Maine	21	22%	36	23%	168	22%	171	27%
Massachusetts	25	26%	19	13%	115	15%	80	12%
New Hampshire	4	4%	10	7%	17	2%	20	3%
New Jersey	11	12%	6	4%	60	8%	62	10%
New York	14	15%	31	20%	143	19%	57	9%
Rhode Island	3	3%	9	6%	66	9%	32	5%
Vermont	11	11%	12	8%	36	5%	65	10%
Totals	96	100%	152	100%	751	100%	643	100%

The workshop and onsite data are represented graphically in Figure 7.

FIGURE 7
Percentage of Workshops and Onsite Consultations by State, FY 1992



TASK 2a: EVALUATION IMPROVEMENT

In Connecticut R-TAC worked with the state director of the migrant education program to analyze data collected in this first year of a summer program evaluation R-TAC helped design last year. The first year's results, which showed gain in all outcome areas for each project as well as statewide, were shared with directors of the migrant summer school projects. The state and project directors and R-TAC staff have since refined the assessment instrument, which will be used again this summer.

R-TAC also assisted with a review of Connecticut's current three year state plan for migrant education. Suggested improvements included the use of other desired outcomes, as has now been accomplished in the summer program. A major consideration was the best use of MENAES and MSRTS reporting. The Connecticut Migrant Education Program has aligned its LEA evaluation reporting with the MSRTS format, and all evaluation information except other desired outcomes is now reported on MSRTS. Connecticut is waiting for MSRTS to provide an individualized state report which will comply with state reporting requirements and is anticipating the effect of proposed changes in MSRTS on Connecticut's migrant education evaluation system. The SEA has also expressed interest in any new computer technology that would facilitate accuracy and speed in migrant student identification, recruitment, needs assessment or evaluation.

Connecticut is completing a two year project of examining and revising its evaluation standards, process and forms for the Chapter 1 basic grant program. The SEA's intent is to move its relationship with LEAs beyond auditing into partnerships for Chapter 1 improvement. The forms revised include the evaluation reporting form, the program improvement reporting form and the Chapter 1 application. While the revisions improve accountability they also reduce the LEA paperwork burden by eliminating some non-essential items and consolidating others. Worksheets were also developed to assist LEAs in correctly completing the forms and in understanding what is expected of them. R-TAC has been involved in this revision from the beginning, providing information about what other states are doing, joining in discussion of difficult issues with the SEA, commenting on draft forms, supporting the SEA's presentations of the evolving product to the Committee of Practitioners and assisting with the LEA workshop in March.

Connecticut has revised sections of its Compensatory Education Handbook to bring the guidance into closer alignment with current interpretations of federal regulations and to include the state's new program improvement standards and changes in evaluation and program improvement reporting. R-TAC assisted with a new section on student progress in the regular classroom, reviewed drafts of other sections and provided technical support for the Committee of Practitioners' review and approval of the revised sections. The revised Handbook is being mailed to all districts, completing Connecticut's revision of Chapter 1 evaluation and reporting requirements.

Connecticut has also begun an initiative on early childhood education. R-TAC has provided materials and research on appropriate early childhood education programs and assessment and has been part of the SEA discussion of the issues involved. R-TAC presented information on planning, implementation and assessment of early childhood programs at a March conference co-sponsored by the Connecticut State Department of Education and the Connecticut Early Childhood Association.

In Maine the Region 1 R-TAC has assisted SEA efforts to increase their use of the school level Chapter 1 local evaluation data reported by LEAs each year. The participation and achievement data from the LEA reports is entered into a computerized state database, from which it is possible to generate administrative reports. R-TAC and SEA staff worked together this year to develop and program reports that the SEA will be able to reproduce each year and use in program monitoring, in program evaluation and, particularly, in program improvement. As in Connecticut the Maine SEA's intention is to use improved information to enter into dialog with LEAs about program strengths as well as weaknesses.

R-TAC has worked with Maine this year to improve the state's system for Chapter 1 needs assessment and to draw a clearer distinction between needs assessment and student selection. The revised directions for completing these sections of Maine's Chapter 1 application have been reviewed in an interactive TV presentation and in follow-up regional workshops.

The large number of questions received last year and this year about Maine's sustained effects study requirements has led the R-TAC to recommend to the SEA that it revise its sustained effects reporting form and directions.

At an early childhood conference in Maine R-TAC conducted a workshop focused on early childhood assessment issues. Other presenters showcased exemplary programs in the state and profiled SEA activities in early childhood education.

R-TAC staff have also answered technical questions and provided model instruments for a Maine LEA developing an early childhood developmental literacy assessment. As the LEA gains experience using its assessment instrument R-TAC expects to continue to provide assistance in improving the reliability of the rating scales and in setting standards.

R-TAC assisted the director of the Massachusetts migrant education program, who is looking for alternatives to standardized achievement testing for their summer program. The director requested information on performance assessments that will diagnose student needs, provide a learning experience while the student is taking the test, and assess student progress in the summer program. R-TAC staff discussed with him the properties of a variety of tests, mailed information on four new performance and portfolio assessments, and mailed brief descriptions of new Spanish language tests.

R-TAC staff participated in a meeting of Massachusetts SEA Chapter 1 staff on the topic of schoolwide projects. The SEA Chapter 1 director presented the state's position on the use of third year data to evaluate a schoolwide project and TAC and R-TAC staff shared a draft of a paper on schoolwide projects written by Alan Davis and Mary Quilling.

With the addition this year of six new staff members in the Massachusetts state Chapter 1 office, R-TAC has been involved with training and capacity building on several fronts. New SEA staff have been encouraged to attend TAC and R-TAC workshops around the state and region on needs assessment, desired outcomes and other evaluation issues. New SEA staff were invited on two occasions to visit the RMC offices to meet TAC/R-TAC staff and to learn about available materials and services. They were given a demonstration of the Chapter 1 Information Management Program (CHIMP) developed by RMC Research and picked up materials on a range of assessment topics.

R-TAC and Massachusetts SEA staff co-facilitated sessions on evaluation and on desired outcomes at a statewide meeting of Chapter 1 directors. At the end of this two day meeting R-TAC, TAC and SEA staff met to discuss issues and concerns raised by local programs and to plan future SEA or TAC/R-TAC support in these areas.

R-TAC and TAC staff have met with SEA staff in New Hampshire to discuss and provide background information for policy decisions the SEA is making in the areas of needs assessment and student selection.

At the local level R-TAC has helped with assessment design for two unusual Chapter 1 programs. One is built on the theme of environmental education. R-TAC provided information on designing a meaningful student needs assessment for this model and expects to help with the design of the program evaluation as well. In the second program the nature of the town's population is changing at the same time that the schools are involved in a systemwide initiative to improve instruction. Needs assessment and selecting students for Chapter 1 services are playing major roles in the intersection of these two trends.

Region 1 R-TAC and Region A TAC staff conducted multiple sessions of three full day workshops for the New Jersey Chapter 1 Training Institute. Each workshop was conducted once in northern, once in central, and once in southern New Jersey to mixed audiences of Chapter 1 directors and teachers, classroom teachers, principals and other administrators. The October workshop on program needs assessment and program design included information and activities in needs assessment, eligibility and student selection. The December workshop was entirely on evaluation and covered the history of Title I/Chapter 1 evaluation, norm-referenced tests and testing models, measuring other desired outcomes and assessing progress in the regular program. In a spring workshop focused on managing a local Chapter 1 program and its paperwork, program coordinators were given a demonstration of CHIMP software.

In New Jersey's migrant education program R-TAC and TAC staff met with the state and project staff to discuss designing an evaluation of New Jersey's regular school year and summer migrant services. R-TAC and TAC were able to suggest strategies for evaluating several program components and to provide information about commercially developed performance assessments. The migrant staff will determine whether to follow these design discussions with staff training at program sites.

R-TAC has also provided information on performance assessment to New Jersey SEA staff overseeing the Chapter 1 basic program.

R-TAC and TAC staff worked through the fall with New York State Education Department grants management and evaluation staff to prepare a question and answer document on evaluation and annual local review in the Chapter 1 basic grant program.

R-TAC sent to New York's assessment unit the presenter's guide to an early childhood assessment workshop developed by Region 1 R-TAC and Region A TAC. The New York State Board of Regents is examining the state's policy regarding the testing of children from prekindergarten through grade 2 and will use the workshop information in setting policy direction.

Over the past year the Region A TAC has developed a model for monitoring the progress of Chapter 1 students in the regular program. R-TAC staff and SEA and LEA personnel have

contributed to this product, designed for use by New York programs. The model guides the use of existing student performance data to develop and monitor other desired outcomes; to monitor success in the regular program; to determine individual student success; and to build communication, cooperation and congruence between programs. R-TAC staff have introduced this model to teachers and administrators in one rural region of New York state and to school teams at a statewide conference for schools recently identified for Chapter 1 program improvement. The model is highly compatible with the New York Board of Regents' New Compact for Learning. TAC and R-TAC plan to work with SEA staff over the summer and in the fall to help interested schools across the state implement this model.

The director of New York's migrant education program is reviewing the content and use of three data bases used for migrant education record keeping and program evaluation across the state. To help shape this analysis and subsequent systems changes the R-TAC generated some of the evaluation questions the program might want to be able to answer using data from one or more of the data sets. In the meantime R-TAC and a member of the state's central office evaluation staff worked together to identify the best available data for reporting student achievement on the Migrant Education State Performance Report. R-TAC also provided the program director with copies of several other states' migrant program evaluation plans.

R-TAC is working individually with two rural New York high schools in joint program improvement planning. Both began by focusing on data analysis. One asked R-TAC to help work with department heads to use existing student performance information in more comprehensive needs assessment and more consistent student selection but ultimately decided to delay that process until new reports become available from the state's student data base. In the school district of the second high school R-TAC has worked with the new director of special services and with Chapter 1 and special education staff across grade levels to increase their understanding and use of the program's existing test data.

The Rhode Island State Department of Education's priorities for Chapter 1 evaluation this year included developing guidelines for assessing Chapter 1 students' progress in the regular LEA program, for student selection and evaluation in early childhood programs, and for designing and evaluating extended day and extended year programs. R-TAC has provided SEA staff with federal documents, research, existing TAC and R-TAC materials and examples of such guidance from other states in the region.

R-TAC, TAC and Rhode Island SEA staff reviewed LEA applications to determine what the LEAs have been doing with other desired outcomes and with progress in the regular classroom program. They reviewed the evaluation reports of eight Chapter 1 summer school programs and discussed evaluation alternatives for these programs. The SEA expects to use information from these reviews to help LEAs develop better measures of success for both summer school and regular school year programs.

R-TAC also worked with Rhode Island SEA and TAC staff to plan two meetings with evaluation emphases. The first would be a statewide evaluation and reporting workshop for new local Chapter 1 administrators. The second would be a meeting of the state Chapter 1 staff, the state early childhood expert, the state literacy expert and appropriate R-TAC and TAC staff to discuss guidelines for early childhood program design and assessment. Neither of these events could be scheduled this year; they will be considered again for the fall.

In Vermont a workshop series for schools planning for joint program improvement included guidance on matching assessment to instruction, matching tests to curriculum, and identifying and analyzing data relevant to improvement planning.

In December state Chapter 1 staff from Maine, New Hampshire and Vermont and representatives of the R-TAC and TAC met to discuss issues common to the three states. In the course of this exchange the three states expressed interest in developing common guidance on other desired outcomes, especially for early childhood programs, and on alternative assessment. The TAC and R-TAC hosted a meeting of SEA and LEA staff of the three states in February to continue the discussion of alternative assessment initiatives in Maine and Vermont.

The summary of *Testing in American Schools: Asking the Right Questions*, a report by the Office of Technology Assessment, was distributed to SEA staff across the region and to selected LEA staff with which the R-TAC has worked closely on testing and evaluation issues.

Much of the evaluation and assessment assistance provided to LEAs across the region takes place by telephone. Telephone questions run the gamut of issues: multiple criteria for student selection, test and subtest selection, test administration and norming dates, score conversion, calculating weighted means and medians, data disaggregation and interpretation, sustained effects, alternative assessment and monitoring students' success in the regular program. Whenever possible R-TAC staff place the answers to specific measurement questions into a broader discussion of program goals and effective instruction. Written materials are often sent as follow-up to telephone consultations.

An R-TAC staff member also provides telephone support for users of CHIMP. There are now 9 known users of this software in Connecticut, 18 in Maine, 12 in Massachusetts, 7 in New Hampshire, 83 in New Jersey, 12 in Rhode Island and 3 in Vermont. We have assisted approximately 25 additional users of an earlier RMC Research software product, the Chapter 1 Student Data Manager, in converting their data to the newer software.

An R-TAC staff member represented Region 1 R-TAC and Region A TAC at national migrant education meetings throughout the year.

OUTCOMES

- Connecticut has put in place desired outcomes and an assessment instrument for its summer migrant education program.
- Connecticut's migrant education program has revised and improved its state plan.
- Connecticut has completed a two year process of revising evaluation and reporting forms and guidance for its Chapter 1 basic program. Results include higher standards of accountability and simplified reporting procedures for LEAs.
- Maine has expanded its guidance to LEAs for identifying students eligible for Chapter 1 services and for differentiating this group from students served.

- Maine is making active use of its state Chapter 1 data base in offering technical assistance to LEAs.

- A Maine LEA has developed an early childhood developmental literacy assessment.

- New SEA staff in Massachusetts have foundation information about student selection, needs assessment, testing and other areas of assessment.

- In the last two years local Chapter 1 and school staff in New Jersey have received greatly expanded training in Chapter 1 student selection, needs assessment and evaluation.

- School and LEA staff in New York have been introduced to a model being adopted by the SEA for monitoring individual and group progress in Chapter 1 and in the regular program.

- More than 170 small and moderate size LEAs are using virtually no-cost software to maintain Chapter 1 records and to evaluate student outcomes.

TASK 2b: PROGRAM IMPROVEMENT

After two years of review and deliberation Connecticut has completed revisions to its program improvement standards and reporting forms. Beginning with this spring's annual local reviews for program improvement, the following standard will apply: In addition to a gain greater than 0 NCE points in aggregate performance grade 2 and above, each school's Chapter 1 program is required to have posttest averages at or above 32 NCE. Programs not meeting this two-part standard will be in program improvement. The new two-part standard should assure that those schools with the lowest achievement scores, those in which students continue to work well below grade level in spite of modest annual aggregate NCE gains, will be in program improvement and will be eligible for additional technical assistance and program improvement funds.

R-TAC has supported the SEA throughout the process of revising standards and forms with research, in discussion of options and draft proposals, and by attending Committee of Practitioners meetings. Now that new standards and reporting procedures are in place Connecticut is focusing on helping those schools identified for program improvement make the needed changes. R-TAC has been providing information to a program improvement subcommittee of the Committee of Practitioners charged with making decisions about an SEA-sponsored program improvement process and possible conferences. The subcommittee recommended and the Committee of Practitioners has adopted "For the Children," a process for school improvement developed by the Region 5 R-TAC. Extensive cooperation from Region 5 made it possible for the Region 1 R-TAC to respond to questions about the process. Plans are to use it next year in regional intensive workshops for program improvement schools. The workshops will be cosponsored by the SEA and the state association of compensatory education coordinators. R-TAC will assist.

Connecticut is planning its first schoolwide projects, and R-TAC contributed information on that model.

R-TAC has also provided Connecticut SEA staff with policy papers and federal guidance on the mainstreaming of preschool special needs children.

R-TAC has provided technical assistance by telephone to individual LEAs with schools identified for program improvement. This assistance has included guidance on developing and reporting a plan, on processes for change, on alternative Chapter 1 service delivery models, on coordinating Chapter 1 and special education services, and on identifying successful and compatible Chapter 1 programs that might be visited.

R-TAC has been working intensively on program improvement with two middle schools in a rural Connecticut district. R-TAC has provided technical assistance in the development of their program improvement plans, has presented a workshop on program improvement, has visited the middle school Chapter 1 programs, has facilitated two days of team meetings and has mailed materials and provided frequent telephone assistance. The program improvement plans have been based on a broadened needs assessment, on research and on visits to successful programs. Changes now being implemented include a new location for one program and work by reading and social studies curriculum teams to update curricula, to improve coordination and to broaden the support of Chapter 1 students.

R-TAC met with staff of EastConn, a rural Connecticut Regional Education Service Center (RESC), to plan for greater R-TAC involvement with their support of rural schools. Plans were made to co-sponsor two all day sessions on Connecticut's common teacher training days next fall. Service delivery models, strategies for use of limited resources and testing and evaluation methods were identified as particular needs in this region of the state. Plans were also made to train the trainers in a model for developing parent-school partnerships.

In Maine the R-TAC, the SEA's compensatory education staff, representatives of curriculum and instruction divisions, consultants and staff of effective local programs worked together to present five full day workshops to teams from schools newly identified for Chapter 1 program improvement. The series was repeated in two regions of the state. Topics included early childhood education, language arts, math, parent involvement, and evaluation.

Separate training was conducted for teams in each of three schools developing joint program improvement plans with the SEA. That training addressed coordination and communication among school programs, extending needs assessment beyond the classroom into the family and community, matching assessment to goals and instruction, using data in problem formulation, and the role of Chapter 1 in school restructuring.

Intensive site-based work has been begun with one Maine administrative district (two towns) undertaking major reform of its elementary schools, with emphases on more developmental curriculum and assessment and on improved parent involvement based on an adult literacy approach.

R-TAC and SEA staff have begun a joint project to document the restructuring efforts of three Maine elementary school, with special emphasis on how Chapter 1 programs are fitting into schoolwide changes.

R-TAC has been included in an Early Intervention Committee in Maine. Other committee members represent SEA agencies, the University of Southern Maine and the private sector. The group hopes to strengthen the complex system of early childhood support, including Chapter 1, in the state. The first tasks identified by the committee are to determine how to work together effectively and to identify successful early intervention models now operating in the state.

R-TAC has worked with several new SEA staff members in Massachusetts, and particularly with one who will be working directly with LEAs on joint program improvement planning. Support has included providing staff with relevant federal reports and with materials developed by the TAC and R-TAC. It has included having them visit the offices of RMC Research to get a better view of the staff and materials available to them and to hear brief presentations of selected workshops, the National Diffusion Network and the Chapter 1 Information Management Program. It has included invitations to attend R-TAC workshops on program improvement topics and telephone consultations to discuss specific strategies.

R-TAC and Massachusetts SEA staff co-presented a workshop for all schools in Chapter 1 program improvement. The workshop combined a review and discussion of the regulations for program improvement with the introduction of a needs assessment and priority setting process a school might use in developing a program improvement plan.

R-TAC also joined the SEA team reviewing applications for Massachusetts' minigrants for Chapter 1 program improvement.

In meetings with New Hampshire SEA staff, with project managers in the New Hampshire Seacoast area and with Chapter 1 practitioners R-TAC staff have reviewed Chapter 1 flexibility and design of alternative service delivery models.

R-TAC and TAC staff have met with New Hampshire SEA staff to discuss strategies for program improvement planning.

R-TAC staff presented the Program Improvement strand of the New Jersey Chapter 1 Training Institute to audiences in the northern, central, and southern regions of the state. These full day workshops provided information and small group activities in the areas of federal program improvement regulations, identifying schools, resources for school and program improvement, and developing a plan.

In a second strand of the Institute, on Needs Assessment and Program Design, participants in the three regions of the state worked with information on effective instructional practices and alternative Chapter 1 service delivery models.

Current articles and reports on effective programs for at-risk children, on school restructuring, and on school change have been sent to SEA staff in the newly reorganized New Jersey state Chapter 1 office.

In New York R-TAC and TAC asked to work with the SEA and schools developing joint program improvement plans. R-TAC has worked with two high schools in rural areas of the state while TAC has worked with four schools and the central administration in an urban district.

In the first of the rural high schools R-TAC worked with a small planning team as it moved from a modest plan to reexamine data used in selecting students for Chapter 1 services to a plan with five target goals. The goals span instruction, parent involvement, and data use. R-TAC and TAC have provided information addressing each of the five goals as well as information on services for limited English proficient students and on exemplary programs. The school is now working closely with SEA staff for specific implementation guidance.

The second rural New York high school was implementing an improvement plan when R-TAC became involved. New administrative staff in the school and district began this year to expand Chapter 1 services from approximately six months per year to the full school year and to replace paraprofessional staff with certified teachers. The SEA has helped identify funding sources to speed the transition. R-TAC has provided background material on Chapter 1 and on effective practices for disadvantaged students to the new staff. Onsite R-TAC has worked with the program administrator and both Chapter 1 and special education staff on the interpretation and use of test scores. R-TAC has also provided supporting materials for the LEA's examination of its early childhood programs.

Each New York program identified for program improvement for the first time attended a fall meeting in its State Education Department administrative region. In two of the four regions the agenda was to review the support available from the SEA, from New York's Effective Schools Consortia and from federal sources including the TAC and R-TAC. R-TAC presented at these

meetings. At a third regional meeting the agenda was expanded to include workshops on effective practices; R-TAC presented information on implementing problem solving approach to mathematics.

At a large annual forum for teams from all New York schools newly identified for program improvement R-TAC conducted a seminar on goal-based monitoring of student success and program coordination. R-TAC also distributed broader program improvement information and answered specific technical questions throughout the two and one half day forum.

New York's Committee of Practitioners has been reviewing the status of Chapter 1 program improvement and is considering raising the minimum standard for program identification in the state's program improvement plan. R-TAC staff attended an October meeting of the Committee to provide information obtained by TAC and R-TAC on the standards being set and considered by other states.

At the annual statewide meeting of Cornell University's New York Rural Schools Program, R-TAC met with rural school superintendents and school board members to explain the goals of Chapter 1, its requirements for classroom coordination and parent involvement, and the flexibility allowed in program design. Many of these superintendents and school board members make decisions about the use of Chapter 1 funds in their small districts but have limited knowledge of or dialogue about the national program.

For several developing state Chapter 1 initiatives in Rhode Island R-TAC has been providing background information and models from other states and has been involved in SEA staff planning. One of these initiatives is development of an observation protocol which will allow state consultants to determine whether Chapter 1 and the regular LEA program are employing best instructional practices identified by current research and whether there is administrative support, classroom support, and program congruence for Chapter 1 students. The review will also structure suggestions to the school for improving Chapter 1 services to students. Another initiative is the revision of the state program improvement plan and reporting forms, possibly including a higher program improvement standard.

At a fall invitational meeting for teams from Rhode Island schools in program improvement, R-TAC disseminated materials and guidelines for data disaggregation and self-assessment and facilitated discussion groups, answering questions and making suggestions as schools worked on their individual program improvement plans. At a spring program improvement conference consisting of presentations of specific model programs, R-TAC presented a framework for improving parent involvement.

R-TAC participated in a statewide meeting of Rhode Island LEA Chapter 1 directors, with an additional training session for new coordinators. The *Small/Rural Project Manager's Guide* was distributed to all new program coordinators. R-TAC was available for consultation after both sessions and continues to follow up by telephone and mail. In addition, R-TAC has been sending new research reports on best practices for disadvantaged students to the Rhode Island Chapter 1 director. She has been using selected chapters of the reports in monthly mailings to Chapter 1 coordinators.

Rhode Island SEA staff newly assigned to Chapter 1 visited RMC Research offices to review available resources.

R-TAC participated early in the year in Vermont SEA discussions of whether to provide different levels or kinds of support to first year program improvement schools, this year's first group of joint planning schools, and the more than one-third of LEAs that have volunteered for the state's own program development process. R-TAC also provided feedback on the computer data base Vermont has developed to keep track of each school's progress through the steps of each of these three program improvement strands.

R-TAC worked with Vermont SEA and TAC staff to design and conduct training for each of Vermont's seven joint planning sites. A team from each school and an SEA consultant for each team attended two full day sessions separated by several weeks. In the interval between training days each team conducted a needs assessment and applied techniques for data analysis, problem formulation and team planning presented and practiced in the first workshop. While some program content was discussed in this training, the emphasis was on developing team skills for continuing self-review and renewal after the training.

At a December meeting of SEA staff from Maine, New Hampshire and Vermont and staff of R-TAC and TAC information was shared and plans were outlined for SEA work with schools in program improvement, programs for homeless children, programs for neglected or delinquent children and migrant education. A second tri-state meeting in February emphasized alternative assessment and ESEA reauthorization.

The Tri-State Directory of Rural Chapter 1 Programs, containing information about local projects in the northern tier of Maine, New Hampshire and Vermont was distributed at the beginning of this school year. The directory was designed to facilitate networking among small, isolated New England projects. The pilot version was compiled in 1990-91 by R-TAC, state, and local staff and will now be maintained and adapted by the state offices.

R-TAC participated in a Massachusetts meeting of LEAs interested in applying for Chapter 1 National Recognition. R-TAC also reviewed Rhode Island and New Jersey proposals for Chapter 1 Recognition and provided follow-up support in all three states for questions about analyzing and presenting evaluation data.

In support of program improvement across the region R-TAC and TAC staff met this quarter and, with input from state coordinators, identified the issues most troubling to middle, junior high and senior high school Chapter 1 programs. In response to these issues, which are uniform across the region but not a high priority of any state's Chapter 1 office, this work group has proposed identifying innovative and successful secondary programs and documenting how some have responded creatively to the common problems of secondary Chapter 1 programs. Profiles would be shared with SEA staff across the region.

OUTCOMES

- Two Connecticut middle schools working on Chapter 1 program improvement, two New York high schools working on joint plans with their SEAs and two Maine elementary schools undertaking schoolwide reform have developed and are implementing program improvement plans with intensive R-TAC and SEA assistance.

- All Maine, New York and Vermont schools developing joint Chapter 1 program improvement plans have received individual assistance in both the content and the process of school change from R-TAC and SEA consultants.

- Schools in the first year of mandatory Chapter 1 program improvement in Maine, Massachusetts, New York, Rhode Island and Vermont have received content and planning guidance in conferences or training seminars designed specifically for them.

- Connecticut has adopted a unique program improvement standard expected to redirect assistance to the Chapter 1 schools furthest from achieving the goals of the program.

- Committees of Practitioners in New York and Rhode Island have background information for decisions about higher program improvement standards.

- Connecticut has adopted a uniform school-based model for planning and implementing program change.

- Connecticut is prepared to implement its first schoolwide projects.

- New SEA staff in Connecticut, Massachusetts, New Hampshire, New Jersey and Rhode Island and new local Rhode Island Chapter 1 coordinators have current information about the structure of Chapter 1 and about effective instruction for disadvantaged students.

- Chapter 1 flexibility and service delivery models that are responsive to students needs are being emphasized in the SEA discussions and/or the LEA guidance in Connecticut, Maine, New Hampshire, New Jersey, New York and Vermont.

- Applicants to the Chapter 1 National Recognition Program in Massachusetts, New Jersey and Rhode Island were given the opportunity to improve the analysis and presentation of their evaluation data.

- Organizations that serve as key resources to rural schools in Connecticut and New York have begun to add Chapter 1 and the needs of disadvantaged students to their agendas.

TASK 2c: CURRICULUM AND INSTRUCTION

In March the Connecticut State Department of Education and the Connecticut Early Childhood Association cosponsored a statewide conference, "Readiness 2000: Maximizing the Potential of Young Children and Those Who Serve Them." This is the first time these two agencies have jointly sponsored a conference, and R-TAC has worked with them in their planning over the past year. At the conference R-TAC presented a session on the issues in planning, implementing and assessing Chapter 1 early childhood programs.

The North Carolina Early Childhood Handbook, "Circle of Childhood," was distributed at this workshop and was later mailed to districts that did not attend. The Connecticut SDE had asked R-TAC to write an original handbook. As with other state initiatives, one of the R-TAC's first steps was to share existing documents in order to broaden discussion and to identify models that might be adapted. The North Carolina handbook, developed by a cross section of early childhood experts, so closely matched most of Connecticut's needs that permission was obtained to copy it. Next fall R-TAC expects to assist the SEA in writing a companion volume specific to Chapter 1.

In Maine two workshops on teaching and assessing advanced skills were developed and presented by R-TAC and SEA staff. R-TAC conducted two more workshops on implementing the standards of the National Council of Teachers of Mathematics (NCTM).

The Family Math program is being received enthusiastically by LEAs in Maine as a means of connecting what goes on in math in the classroom with supportive activities that can be implemented in the home. R-TAC provides information about this and other home activity programs by telephone as well as in its workshops.

Seminars for program improvement schools in Maine this quarter included information on basing programs on needs assessment and basing assessment on program goals and content, as well as on coordination and consistency between Chapter 1 and the regular program.

In the intensive program improvement sites in Maine undertaking restructuring of their elementary programs, R-TAC and the SEA worked to strengthen the schools' understanding of effective early childhood programs, of ungraded primary programs and of adult literacy.

R-TAC staff have continued to support the staff development programs of networks of schools in rural western Massachusetts. Workshops presented this year to multiple-district groups of Chapter 1 and regular program teachers, administrators and parents include "Motivating the Reluctant Writer," "Math in the Kitchen" and "Effective Strategies for Content Area Reading."

R-TAC presentations at a conference for a predominantly parent audience in western Massachusetts this spring included "Math in the Kitchen", "Teaching Kids to Think" and "Issues in Establishing a Chapter 1 Preschool Program."

Among materials provided to new Massachusetts SEA staff during their visit to the RMC offices was information about Chapter 1 HOTS and Reading Recovery. An RMC staff member talked with the visiting group about the function and structure of the National Diffusion Network.

R-TAC and TAC met with New Hampshire SEA staff to discuss current statewide activities in early childhood education. The SEA hopes to identify guidelines for LEAs but has issues of policy and philosophy to resolve before guidance can be developed.

The first session scheduled for this year's New Jersey Chapter 1 Institute was the R-TAC/TAC session on needs assessment and program design. It was scheduled at the beginning of the year as an orientation for new coordinators of Chapter 1 and other New Jersey programs for at-risk students. The version presented last year was modified to include more information on effective instructional practices for disadvantaged students.

R-TAC staff provided information on cooperative learning in math and science to a New Jersey Chapter 1 director who conducts training in her district.

R-TAC conducted a workshop on implementing a problem solving approach to mathematics to staff from the Chapter 1 program improvement schools in the westernmost quarter of New York state. And for a meeting of teachers and parents in one school district with a school in program improvement R-TAC conducted a hands-on workshop on integrating school and home math problem solving activities.

A consortium of Chapter 1 programs in north central New York has been working on improving its support of the literature-based approach to reading being taken by classroom teachers. By mail and telephone R-TAC staff have provided materials on pre-reading, re-reading, developing prior knowledge, specific instruction in reading comprehension strategies, and other techniques to support the full participation of low achieving students in a literature-based reading and writing program.

In Rhode Island R-TAC provided information to the SEA on early childhood education, emergent literacy and adult literacy. The entire Rhode Island Chapter 1 staff, the state early childhood expert, the state literacy expert and appropriate R-TAC and TAC staff prepared to meet this spring to discuss these issues, but an emergency forced rescheduling of the meeting until the fall of 1992.

Two workshops, "Teaching Kids to Think" and "Math in the Kitchen," were conducted with teachers, parents and students of two Rhode Island LEAs.

Vermont SEA staff worked with R-TAC and TAC to develop a full day seminar built on the NCTM standards and on strategies for creating a problem-solving classroom environment. The seminar was conducted in four regions of the state. The audiences included some regular classroom teachers accompanying Chapter 1 teachers. Practitioners presented effective strategies, TAC and R-TAC staff presented NCTM standards and modeled the teaching of math problem solving, and participants in the Vermont Math Portfolio Project discussed the evaluation of math problem solving skills.

USED reports on instruction for disadvantaged students have been widely distributed in Region 1. They have been summarized in multiple-topic workshops for new coordinators and for schools in program improvement. The full reports have been sent to SEA staff in both the Chapter 1 basic program and migrant education, as well as to selected local program coordinators. Information about their availability has been distributed at conferences and in correspondence.

R-TAC staff have distributed selected Curriculum and Instruction Specialty Option materials in Connecticut, Massachusetts, New Jersey, New York and Rhode Island. They have also responded to specific requests with current descriptions and research articles on such popular programs as Project READ, Reading Recovery and Hooked on Phonics.

OUTCOMES

- The Connecticut State Department of Education and the Connecticut Early Childhood Association have conducted their first joint conference on early childhood education.
- Connecticut has distributed early childhood program guidance to all LEAs.
- Local program staff in Maine and Vermont have information about and practice in applying the advanced skills recommendations of the National Council of Teachers of Mathematics.
- Staff and parents in Massachusetts, New York and Rhode Island have current information about a variety of strategies for teaching advanced skills in the classroom and in the home.
- SEA and LEA staff across Region 1 have received recent U.S. Department of Education reports on effective instruction for disadvantaged students.

TASK 2d: PARENT INVOLVEMENT AND FAMILY LITERACY

In Connecticut R-TAC has been working with an active State Parent Advisory Council. Early in the year R-TAC provided an overview of TAC/R-TAC workshops and materials in parent involvement and in home learning activities as part of the PAC's discussion of resources for training parent-teacher trainer teams. Also at the request of the PAC, R-TAC presented two sessions of a workshop for parents and teachers on the goals and structure of Chapter 1 and a framework for parent involvement. Both parents and teachers had many questions about the requirement to work with parents across all aspects of Chapter 1 and about the flexibility local districts have in program design. Recently, R-TAC presented a workshop, "Preparing Your Child for Success in School," at the State PAC's annual meeting. This workshop built on previously identified interests in providing parents with the resources to be "their children's first teacher."

R-TAC work with Connecticut LEAs included providing information on the Teachers Involve Parents in Schooling (TIPS) program, helping to develop a workshop for school administrators on strategies for making their schools more parent friendly, and providing Spanish language materials for parents.

Several rural Maine LEAs launching parent involvement initiatives this year have been in touch with R-TAC by telephone for advice, readings and models. R-TAC and TAC staff also presented frameworks for designing and assessing parent involvement at a Maine Chapter 1 practitioners' Sharing Conference.

In Massachusetts R-TAC staff conducted a workshop with Hispanic parents whose children are in the migrant summer program. The workshop, on the dimensions of parent involvement and including several home learning activities, was presented in English and translated into Spanish by several teachers in the summer program.

Capacity building with new SEA staff in Massachusetts included providing an overview workshop and background materials on issues in effective parent involvement, Even Start and family literacy programs. R-TAC is also coordinating efforts and sharing materials with the family literacy coordinator at the Massachusetts Department of Education, the SEA migrant office and the Chapter 1 Dissemination Project.

At Massachusetts' annual statewide Chapter 1 Directors' Meeting R-TAC gave an overview presentation on family literacy for about 150 Chapter 1 directors and administrators and followed with three breakout sessions co-facilitated with SEA staff. Following up on requests in those sessions R-TAC staff, SEA Chapter 1 staff and an SEA staff member from another department met with directors a month later for further discussion of developing family literacy programs.

At four Massachusetts Department of Education sessions on completing Chapter 1 applications, R-TAC facilitated break-out sessions on parent involvement and family literacy and disseminated parent involvement brochures and focus papers.

R-TAC staff conducted the workshop "The Home-School Connection: Math Activities for Parents" at the annual statewide Chapter 1 Conference in Hyannis, Massachusetts, and conducted

the hands-on workshop "Math in the Kitchen" with Chapter 1 parents, teachers, directors and parent liaisons from the southern New England states at the annual Massachusetts State Parent Advisory Council Fall Conference. Both these annual events take place on the eastern edge of the state.

With the closing of the Chapter 1 regional office in rural western Massachusetts, there was an initial decline in the number of programs and activities available for Chapter 1 parents and staff in that region. However, an enthusiastic group of parents and Chapter 1 directors began meeting on their own and organized an all-day conference in mid-April for Chapter 1 parents, teachers and directors. R-TAC played a major role in providing workshop sessions for this conference, including "Family Literacy," "Math in the Kitchen," "Teaching Kids to Think," "Issues in Establishing a Chapter 1 Preschool Program" and "A Framework for Parent Involvement." R-TAC has asked to be included in future planning meetings with this group and has initiated contact with the southeastern Massachusetts PAC.

Although R-TAC staff did not present the parent involvement sessions of New Jersey's Chapter 1 Training Institute this year, R-TAC incorporated information on parent involvement into both the evaluation and needs assessment workshops presented as part of the Institute series. In addition, R-TAC mailed to SEA consultants and to interested LEAs reading on the importance of the home and the community in stimulating literacy.

At the annual conference of New York's Association of Compensatory Educators, R-TAC staff presented background information on a range of family literacy programs and introduced a procedure through which teams of parents and teachers in existing, traditional Chapter 1 projects may better link school curriculum with home literacy.

For a conference of staff and parents across thirty or more LEAs in north central New York, R-TAC staff compiled and presented current information on the issues of parents of middle school students. Many of the same materials were shared with a New York SEA staff member doing research on parent involvement in middle schools.

For a meeting of teachers and parents in one small New York school district with a school in program improvement, R-TAC conducted a hands-on workshop on integrating school and home math problem solving activities.

R-TAC provided parent involvement resource packets for Rhode Island SEA staff to use at their fall Program Improvement Conference. At the spring Program Improvement Conference R-TAC presented a workshop on developing and assessing local parent involvement efforts.

Two local workshops for Rhode Island teachers, parents and children modeled home activities for parents and children together in support of advanced skills.

Materials, models and bibliographies developed by the Parent Involvement Specialty Option under its last contract have been widely disseminated and used across Region 1. SEAs, PACs and LEAs that have adopted these models continue to request brochures and focus papers developed by the specialty option. The original workshops are requested infrequently, however; that information and point of view has been integrated into existing systems. This year requests from SEAs and from parent and professional organizations were for materials focused on specific populations (especially early childhood and middle school), on home learning activities and on family literacy.

Chapter 1 in the region is now at the stage in developing an approach to family literacy that it passed through three years ago in parent involvement.

Several LEAs in Maine and New York have requested copies of the parent brochures developed by the specialty option and samples of any locally developed Chapter 1 brochures written for parents. Program coordinators in these programs are hoping to send readable, helpful materials home to all families of Chapter 1 participants explaining the purpose of the program and/or offering suggestions for home learning activities.

Region 1 R-TAC has been asked by the Chapter 1 directors in several states to help with the transition from USED to state administration of the Even Start Family Literacy Program. In New York, New Jersey and Connecticut Chapter 1 has called on R-TAC and TAC staff to help articulate a timeline for the tasks involved in continuing existing grants and in soliciting and reviewing applications for new grants. Additional assistance included reviewing and commenting on draft RFP forms and assisting at regional information meetings for potential applicants. In these states and in Massachusetts R-TAC staff may be asked to help train application review panels this summer and/or to train new and continuing project staff next year. These roles will be discussed further following federal and SEA decisions about Even Start technical assistance funds and following July and August negotiations of TAC and R-TAC services for the coming year.

While Vermont will not be awarding new Even Start grants this year and has not requested R-TAC assistance with continuation projects, that state is adopting many of the principles of Even Start for its own family literacy initiative and has been referred by R-TAC to training materials that have been well received by Even Start grantees.

OUTCOMES

- Migrant Hispanic parents in Massachusetts have learned about the range of roles available to them in their children's education and have some specific strategies to follow.
- SEA staff in Connecticut, Massachusetts, New York, Rhode Island and Vermont have current information on age-specific parent involvement strategies and family literacy.
- School staff and parents in Connecticut, Maine, Massachusetts, New Jersey and Rhode Island have a research-based framework from which to develop and assess parent involvement.
- Family literacy initiatives, including Even Start, are being supported in Connecticut, Maine, Massachusetts, New Jersey, New York, Rhode Island and Vermont.
- Increasingly, parent groups are among the R-TAC's clients.

TASK 3
ADDITIONAL TASKS RELATED TO CHAPTER 1 EVALUATION AND PROGRAM IMPROVEMENT

At the request of USED, R-TAC staff produced a report and compiled an extensive bibliography on the topic of single sex and single race classrooms and schools. The paper, "Single Sex Schools and Classes: Opportunity or Segregation?", describes the crisis facing young, black males and describes both public school and private school programs, including black male academies, which are responding to this crisis. Following a review of the positions of researchers, advocates, education associations and teacher unions, the paper summarizes the major points of controversy around establishing black male academies. Issues of civil rights are discussed. The paper concludes with a summary of the available research on single sex classrooms and schools, particularly in regard to identification with same-sex and/or same-race teachers and the impact of this identification on student achievement and self esteem.

At the request of USED, Region A TAC and Region 1 R-TAC conducted a survey of all known Chapter 1 schoolwide projects in the country. Questionnaires were mailed the first week in January to all districts with schoolwide projects. Each mailing consisted of a district questionnaire and one school building questionnaire for each schoolwide project in the district. There are 462 districts and 2,069 schools in the study. After intensive follow-up with non-respondents the return rate is over ninety percent. Preliminary results of the survey were submitted in April.

Both R-TAC and TAC assisted USED in the review of nominations for the Chapter 1 National Recognition Program. The purpose of this review was to provide an additional perspective on the evaluation portions of nominations to the national panel reviewing the full nominations. Three R-TAC staff and five TAC staff reviewed the evaluation portions of 24 nominations from other regions.

In support of the Chapter 1 Regional Meetings in Los Angeles, Dallas and Washington R-TAC and TAC suggested speakers and proposed options for organizing the coverage of staff development issues. Regions 1 and A worked together with USED to contact potential presenters. R-TAC staff also contributed issues and information for the Department's consideration in its introductory remarks on alternative assessment and staff development and facilitated breakout sessions on these two topics at the Washington meeting.

R-TAC staff attending the November, 1991, meeting of state coordinators of compensatory education took notes on the proceedings. Notes taken by Region 1 and Region 5 R-TAC and Region A TAC staff were integrated and sent to USED to be incorporated into minutes for the total meeting.

Three R-TAC staff members reviewed the research summary portion of the Policy Studies Associates interim report on the Nine-Site Program Improvement Initiative.

TASK 4
MAINTAIN STAFF CAPABILITIES AND EXPERTISE

All Region 1 R-TAC and Region A TAC staff began the contract year with a two day off-site meeting to develop common understandings of the commitments made in our respective proposals and to begin to identify implementation activities, protocols and assignments at a deeper level of detail than addressed in the proposals.

One product of the retreat was a list of topics deserving formal, full-staff development or discussion. These were either topics on which a great deal of new information or interest has recently been generated or perennially difficult issues for Chapter 1. For some of the latter category we began at the retreat to identify the underlying unasked questions or misunderstood principles that we feel have left the issues so long unresolved for many of our clients. For both categories of topic, the new and the problematic, we determined to continue discussion in a series of staff seminars. Each seminar is attended by both R-TAC and TAC staff and is researched and conducted by staff. Seminars have been conducted on the topics of alternative assessment, developing desired outcomes, Even Start and Chapter 1 service delivery models.

Alternative assessment was the topic of two of these all-staff seminars. Interested staff also participated in a discussion with Rich Hill, President of Advanced Systems in Measurement and Evaluation, of the work they are doing in the assessment programs of Kentucky and Vermont. Finally Jay Simmons, a third grade teacher in Durham, New Hampshire, attended a joint TAC/R-TAC staff meeting and talked with us about his experience with portfolio assessment in New Hampshire and Vermont.

Monthly R-TAC/TAC staff meetings have been lengthened this year to allow more presentations of this nature as well as longer discussions of client issues.

A staff member new to R-TAC in March has been meeting with senior staff approximately twice a month to discuss assigned Chapter 1 and technical assistance background readings. Both this newest staff member and one who has worked part time on R-TAC for several months have been "partnered" with more experienced staff for working directly with SEA and LEA clients.

Individual R-TAC staff members have attended conferences and other professional development activities, most often within our region, and have reported on the content of the event and/or distributed materials. Topics of individual training this year have included

- "Teaching Reading and Writing: Visions and Revisions for the 90's" (University of New Hampshire),
- "Literacy: Myths and Lessons" (New Hampshire Humanities Council),
- presentations by Larry Lezotte on the application of effective schools research (New Hampshire Alliance for Effective Schools),
- the evaluation component of the High/Scope program (High/Scope Foundation, Maine),

- international perspectives and priorities in education (Harvard Graduate School of Education),
- "Diversifying Student Assessment" (Harvard Principal's Center),
- "Celebrating Language" (University of New Hampshire), and
- "Strategies for Teaching Critical Thinking Across the Curriculum" (Educational Testing Service, Massachusetts).

Because of the sharp interest in the region in alternative assessment, two staff members were also sent to the Alternative Assessment Conference sponsored in Boulder, Colorado, by the Colorado Department of Education and the Education Commission of the States.

A feature added for much of this year to the monthly joint TAC/R-TAC staff meeting was a review by a staff member of one of the many reports released by USED in 1991. Because of the large number of reports issued in a few months, we have found that a preliminary review by an appropriate staff member of each report's intent, audience, conclusions, and immediate applications helped others set priorities for their own reading.

Because of the growing number of specialty options and collaborating organizations, Region 1 R-TAC and Region A TAC have assigned a single coordinator/liaison for the two contracts to keep us up to date on each of the following:

- the Parent Involvement and Family Literacy Specialty Option;
- the Curriculum and Instruction Specialty Option;
- the Effective Practices Specialty Option;
- the Test Information Center; and
- the Office of Migrant Education, MSRTS and the eastern stream migrant education PCC (ESCORT).

Each representative has attended the year's major meetings in his or her area and has reported back at staff meetings. Each has distributed new materials and provided training in their use when necessary. Each representative has served on committees or met with groups to help shape the work of the specialty option or organization. Each representative has contributed to and/or reviewed products of the specialty option or organization, drawing on other R-TAC and TAC staff for assistance. Each representative has maintained his or her own additional bibliographies or files on topics central to the topic, to further support Region A/1 staff.

R-TAC staff have met twice in this quarter to review progress in developing and delivering services in support of rural and small school Chapter 1 programs. We have shared practices and approaches that have been effective in one or two states as well as strategies that have not recently been tried, with the intention of using successful approaches across more states.

TASK 5
OUTREACH AND AWARENESS

At least once each month, R-TAC staff assigned to coordinate services in each state discussed with State Chapter 1 staff the specific activities conducted or in development for that state and made necessary modifications in the implementation of services broadly described in the Letters of Agreement.

Quarterly reports were sent to SEAs, to other R-TACs and to ESCORT. Workshop and onsite consultation schedules were also exchanged with ESCORT.

The Regional Coordinating Council (RCC) meeting for Region A TAC, Regions 1 and 9 R-TAC and ESCORT was held in Durham, New Hampshire June 18 - 19, 1992. Prior to the meeting a team from each state was asked to prepare a brief presentation of its "vision" for Chapter 1 services, or where it would like to take services in its state in the next three to five years. At the RCC meeting small groups analyzed the forces supporting or impeding the desired changes in the program and the total group discussed how technical assistance might be better applied to these goals. Because this discussion goes beyond Chapter 1 offices Region 1 and Region A shared the expenses of up to four representative from each state common to our regions.

This has been a year of expanding contacts both with other providers of technical assistance and with new client bases in our region.

- An R-TAC staff member exchanged information with the Allegheny-Singer Research Institute in Pittsburgh about federal Chapter 1 guidance on mainstreaming and coordination between Chapter 1 and special education preschool programs.

- R-TAC picked up a conversation begun last year with Research for Better Schools about working together on rural issues in New Jersey. The conversations led to an R-TAC presentation at a spring resource conference for New Jersey's rural superintendents.

- A representative of the New Hampshire Alliance for Effective Schools was invited to speak to R-TAC and TAC staff about changes in that program. We followed up that presentation with recommendations for improvements in their School Improvement Program based on our experience with school change and are talking with New Hampshire's Bureau for Compensatory Education about TAC, R-TAC and the New Hampshire Alliance working collaboratively with a few Chapter 1 program improvement schools.

- Region 1 R-TAC and Region A TAC directors continue a collaboration begun last year with other federally funded regional providers of technical assistance in education. The group has decided to undertake collaborative action in the area of early childhood and the first national education goal.

- R-TAC was represented at the National Policy Forum on Transition from preschool to kindergarten sponsored by the U.S. Department of Education and the U.S. Department of Health and Human Services.

- R-TAC presented research as well as information about planning and TAC and R-TAC services at a meeting of New York's N or D Committees of Practitioners.

- R-TAC met with staff of EastConn, a rural Connecticut Regional Education Service Center (RESC), to plan for greater R-TAC involvement with their support of rural schools.

- R-TAC reviewed R-TAC and TAC materials with SEA staff, many of whom are newly hired or reassigned, from Connecticut, Massachusetts, New Hampshire and Rhode Island.

- R-TAC staff provided USED reports, recent research and/or the *Small/Rural Project Manager's Guide* to SEA and/or LEA staff in every state in the region.

- R-TAC has provided information about the National Diffusion Network and/or the Chapter 1 National Recognition Program to SEA staff and to local programs developing program improvement plans.

- A new staff member at the Center for Law and Education was referred to the Region 1 R-TAC for information on Chapter 1 service delivery models. She was sent the materials we have developed as well as references to some of the most current articles and books related to the subject.

- R-TAC has met with parent groups, with superintendents and school board members, and with the Northeast Coalition of Educational Leaders to discuss the goals and structure of Chapter 1.

- In Massachusetts R-TAC, the Support Parent Involvement Now (SPIN) organization and the Chapter 1 Dissemination Project have begun planning train-the-trainer workshops in parent involvement for local parent-teacher teams.

- The Public Broadcasting Service television station in Watertown, New York, drew on TAC/R-TAC materials in producing a videotape about Chapter 1 and parent involvement. The PBS station is interested in marketing the tape and has asked R-TAC and TAC to review it and comment on its appropriateness for audiences outside New York. The BOCES has also talked with the Parent Involvement and Family Literacy Specialty Option about distributing the tape free to TACs and R-TACs across the country.

TASK 6
ATTEND R-TAC/TAC DIRECTORS' MEETINGS

The R-TAC Director attended the August, 1992, Directors' Meeting in Washington, D. C. She and one other senior staff member attended the December, 1991, and the May, 1992, Directors' Meetings. Region 1 contributed to the agenda of each meeting. Key discussions, USED expectations, meeting notes and materials were reviewed with staff following each meeting.

Three R-TAC staff members attended the C & I Specialty Option's Inter-TAC Seminar on alternative assessment in January and reported back to R-TAC and TAC staff on the content of the program and implications for technical assistance services in this region.

TASK 7
COORDINATION WITH TACS

The directors and senior staff of the Region 1 R-TAC and the Region A TAC worked together for several days at the beginning of the year to design the retreat that would launch the new contract period. One objective of the retreat was a review for all R-TAC and TAC professional staff the priorities, philosophies, goals, and activities in the centers' proposals. Another was to model group processes that are increasingly important in our work as we increase our emphases on SEA and LEA capacity building and on establishing systems for school change.

The retreat involved all R-TAC and TAC staff and was a unique opportunity to work together in new combinations on both internal issues and client issues. We have attempted to carry through some of the discussions begun at the retreat in monthly R-TAC/TAC staff meetings that are longer than last year's to allow more discussion. The separate topical seminars discussed elsewhere are also joint staff events.

One reflection of our emphasis on group processes has been our staffing decisions. R-TAC and TAC directors worked together to identify clusters of states in which we might promote more inter-state SEA activity. To coordinate services to those clusters of states, project directors identified staff who would complement one another's skills while maintaining familiar staff in all but one state on at least one contract. These principles had been established in the proposals but required some adjustment because of a change in staff and because of some realignment in the needs and priorities of states undergoing drastic budget cuts and reorganization.

TAC and R-TAC have made consistent efforts to coordinate both major decisions and routine state contacts. The extensive work before and during the staff retreat was followed by joint negotiation of Letters of Agreement and by joint meetings with assigned state contacts and directors of both contracts to plan the implementation of the commitments in those Letters. R-TAC and TAC state contacts work together closely in the planning of state services. When those services are to be provided by other than the R-TAC/TAC state team, the additional staff member's project director is included in the decision.

Following the frequent meetings involved in planning the staff retreat and negotiating services, R-TAC and TAC directors and one senior staff member for each contract have continued to meet approximately twice each month to discuss staff and service issues common to the two contracts. The agendas for monthly staff meetings are jointly set at these meetings.

ESCORT, the migrant education program coordination center, was invited to participate in Letter of Agreement negotiations in all eight of the Region 1 states and has received copies of all Letters of Agreement. Approximately twice each month we send ESCORT a copy of our in-house schedule of R-TAC and TAC workshops and onsite visits. In turn, they send us their workshop schedule and we circulate it to R-TAC and TAC staff. A Region 1 staff member has been assigned to maintain communication with both ESCORT and MSRTS on behalf of both R-TAC and TAC and to report migrant education news at monthly staff meetings.

Some of the major joint TAC/R-TAC efforts this year have been the schoolwide projects survey; the staff development portion of the Chapter 1 regional meetings; reviews of evaluation information in Chapter 1 National Recognition Program nominations; jointly designed and conducted program improvement workshops in Maine, New Jersey and Vermont; and the June RCC meeting.